



**High Ability Language Arts Units – Grade 8**  
**Power: Leaders, Legacies, and Leverage**  
**Content Differentiation – July 2015**

<b>Lesson Number</b>	<b>Original Reading Selection, Discussion Questions or Project</b>	<b>Alternate that might be more appropriate for average learners</b>
Lesson 3: The Desire for Power	Information from the Bureau of Labor Statistics database	<p>To differentiate this lesson, consider limiting the choices for students who may struggle. To simplify the assignment consider providing five jobs that have more power (example - doctor, lawyer, engineer, CEO, U.S. Senator).</p> <p>Ask the following guiding questions for this limited version of the activity:</p> <ol style="list-style-type: none"> <li>1. When you look at the statistics for these positions, what do they have in common?</li> <li>2. What level of education is needed for each job? What does this tell you about the relationship between education and success?</li> <li>3. Look up a job that you do not think holds much power. What differences can you observe about this job in comparison to the five we looked at earlier?</li> </ol>
Lesson 4: The Retention of Power - Poetry	"Ozymandias" by Percy Shelley	<p>If some students need more support with interpreting the poem, consider using the following line by line analysis from Shmoop.com <a href="http://www.shmoop.com/ozymandias/section-1-lines-1-8-summary.html">http://www.shmoop.com/ozymandias/section-1-lines-1-8-summary.html</a></p>

		<p>Alternate Discussion Questions:</p> <p>1. What is a visage? What does the expression on this visage tell you about this person?</p> <p>A. Visage is the face. The fact that the statue's face is sneering does not show that this figure was kind or happy.</p> <p>2. Is the quote on the statue inspiring to the people? Is it an uplifting message?</p> <p>A. No, it tells them to fear him and to live in despair.</p> <p>3. What remains of the statue now? What does this say about the nature of power?</p> <p>A. Very little remains -- ruins. Power doesn't last forever.</p> <p>While some students may be able to write a sonnet, you may differentiate the level of the assignment by having students write a narrative letter instead. Have students imagine that they came across a statue of another leader or powerful person in history. Then, have them write a letter about what they saw and how this monument represented this figure. The same rubric may be used, as the rubric does not contain poetic elements.</p>
Lesson 5: Resolution and Wrath - "A Poison Tree"	"A Poison Tree" by William Blake	<p>For students who need extra support, consider counting the number of syllables in each line together as a class. Students will notice quickly that iambic lines have an even number of syllables, and trochaic lines have an odd number of syllables. This will give them more confidence with the activity.</p> <p>For the poetry writing activity, consider shortening the numbers of stanzas to one from three. Ask students to write one quatrain with two lines in iambic tetrameter and two lines in trochaic tetrameter. The same rubric may be used for the shortened assignment.</p>
Lessons 6-8: Problem	CIA World Factbook	For this lesson students need to research statistics using the CIA World Factbook. For differentiation

Based Learning		purposes, consider reducing the number of countries to research. By using U.S.A, China, and Saudi Arabia, you will cover the essential differences between a federal republic, a Communist state, and a monarchy.
Lesson 9: The Passing of Power from Generation to Generation	<i>King Lear</i>	<p>To assist students who need more support with the original text, consider using the online No Fear Shakespeare modern text. Students who need this support should have it available throughout the remainder of the unit.</p> <p><a href="http://nfs.sparknotes.com/lear/">http://nfs.sparknotes.com/lear/</a></p> <p>For additional support, consider watching the play along with the reading. The Royal Shakespeare Company published this version on YouTube. It was created specifically for younger audiences.</p> <p><a href="https://www.youtube.com/watch?v=zP_g-ODJ2SM">First Encounter: King Lear   RSC Education   Royal Shakespeare Company</a></p> <p><a href="https://www.youtube.com/watch?v=zP_g-ODJ2SM">https://www.youtube.com/watch?v=zP_g-ODJ2SM</a></p>
Lesson 10: Powerful Words Leading to Powerful Options	<i>King Lear</i>	<p>Vocabulary Map Alteration: Consider crossing out all boxes except for synonym / antonym, definition, and student sentence.</p> <p>Alternate Assessment for Letter to the King: Have students make a list of three things that King Lear did wrong in the first act. For each item on the list, students should make a suggestion of what the king should have done instead. Students may complete this assignment via a PowerPoint or Google Slides presentation.</p>
Lesson 11: Introduction to Research	<i>King Lear</i>	This lesson requires students to research effective leaders. Some students will be completely capable of finding their own sources and researching people who they know to be effective leaders. For students who need more support and guidance, consider the following suggestions:

		<p>1. Contact your media specialist and request a cart of autobiographies from the library for your classroom. Have students practice citing books from the cart in class, and review how to cite a source together. Having a collection of books available may ease the anxiety that comes with effectively searching the Internet for information.</p> <p>2. Contact your principal and ask if he or she will come to your classroom for a group interview. Principals are a great choice for a personal interview of someone who is in a leadership position. Have students prepare questions beforehand and review interview etiquette with your students.</p>
Lesson 13: The Power of Birthright	<p><i>Narrative of the Life of Frederick Douglass / Chapter 1</i></p> <p>"Changing Patterns of Non-Marital Childbearing in the United States"</p>	<p>For Frederick Douglass, students may use the audio for chapter one from <a href="#">Librivox</a>.</p> <p>This assignment can be completed without reading the CDC report on Non-Marital bearing. Students may compare the feelings of Frederick Douglass and Edmund and question the consequences and implications of illegitimate birth.</p> <p>For students who are able and mature, however, the CDC report adds another level to the assignment by allowing students to see how views on this topic have changed over time and to analyze patterns of the family structure in the United States.</p>
Lesson 14: Active and Passive Voice in Frederick Douglass	<p><i>Narrative of the Life of Frederick Douglass / Chapter 1</i></p>	<p>Consider using alternate versions of the sentences provided for sentence breakdowns:</p> <p>1. He was said to be my father by many. *active voice = Many said that he was my father.</p> <p>2. The opinion was whispered by others. *active voice = Others whispered the opinion.</p> <p>The questions that follow and the pattern of passive voice will apply in the same way, but the sentences will be more direct with fewer modifiers. Passive voice is sometimes effective</p>

		when a narrator wishes to show a lack of control over a situation, much like Douglass felt in terms of his parentage.
Lesson 15: Irony - The Power of Expectations	<i>King Lear</i>	<p>All students should do well with the video activity from Saturday Night Live, but some students may struggle with the production of the ironic skit.</p> <p>Alternate Assignment: Have students create a comic strip in which a character has a clear expectation, much like our Olympic athlete from the video, but contains an ironic twist. Provide students with a few ideas to provide this contrast with reality (Superheroes with no powers, math teachers who cannot subtract, etc...)</p>
Lesson 16: The Power Society Provides	<i>King Lear</i> "Like a Rolling Stone" <i>Walden</i>	<p>A Socratic seminar can be intimidating, and some students may be shy or lacking in confidence to engage in the conversation. For students in need of scaffolding, consider sending the short readings from Dylan and Thoreau home the night before with <i>one</i> question from each category. Allowing students in need of support to come into the conversation knowing that they already have one an answer prepared for one question in each level of thought may provide the confidence and support needed to engage in other questions.</p>
Lesson 17: The Suppression of Power - "Harrison Bergeron"	"Harrison Bergeron" by Kurt Vonnegut, Jr.	<p>For students who need support with the reading, consider allowing the use of an audio version like the one linked here:  <a href="https://www.youtube.com/watch?v=6aAH_G5hcAg">https://www.youtube.com/watch?v=6aAH_G5hcAg</a></p> <p>Vocabulary Map Alteration: Consider crossing out all boxes except for synonym / antonym, definition, and student sentence.</p> <p>Alternate Discussion Questions:</p> <ol style="list-style-type: none"> <li>1. Why does Harrison have to wear so many handicaps?</li> <li>2. What might happen when society (or school) keeps talented people from using their talents?</li> <li>3. Do people need to be equal in terms of their talents? Why? Why not?</li> </ol>

<p>Lesson 19: The Power of Vision and the Danger of Blindness</p>	<p><i>King Lear</i></p> <p>"You Do Not Talk About Fight Club If You Do Not Notice Fight Club: Inattentional Blindness for a Simulated Real- World Assault"</p>	<p>All students should begin by watching the video and discussing the results. As an alternate assignment to the non-fiction study reading, consider having students attempt explain ways that the class could recreate the gorilla video experiment to collect data within the school. What tools would be needed? How could the data be collected?</p> <p>Groups may then come back together to complete the "Blindness in Lear" organizer.</p>
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